

Mayewood Middle

4300 E. Brewington Road
Sumter, SC 29153

Grades 6-8 Middle School

Enrollment 214 Students

Principal Dr. Mary B. Hallums 803-495-8014

Superintendent Dr. J. Frank Baker 803-469-6900

Board Chair Mr. Larry Addison 803-499-1181

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	10	45

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Average	No
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

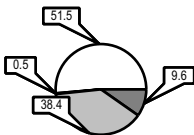
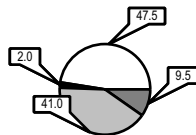
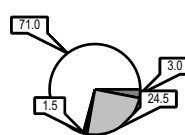
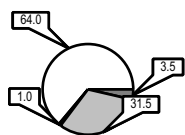
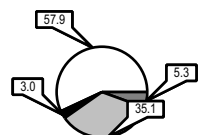
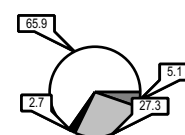
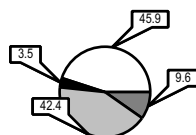
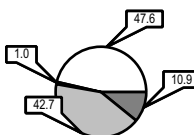
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	91.1
English 1	100.0	80.0
Biology 1/Applied Biology 2	N/A	47.6
Physical Science	N/A	28.0
All Subjects	100.0	82.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	212	94.3	52.4	36.9	10.2	0.5	15.5	No	Yes
Gender									
Male	124	94.4	59.1	35.5	5.5	0.0	12.7	N/A	N/A
Female	88	94.3	42.9	39.0	16.9	1.3	19.5	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	206	94.2	53.0	36.1	10.4	0.5	15.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	184	100.0	49.1	39.2	11.1	0.6	17.0	N/A	N/A
Disabled	28	57.1	87.5	12.5	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	94.3	52.4	36.9	10.2	0.5	15.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	211	94.3	52.4	36.9	10.2	0.5	15.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	185	94.1	54.9	36.6	8.5	0.0	12.8	No	Yes
Full-pay meals	27	96.3	34.8	39.1	21.7	4.3	34.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	212	94.8	44.7	43.1	10.1	2.1	20.7	Yes	Yes
Gender									
Male	124	95.2	47.7	39.6	10.8	1.8	19.8	N/A	N/A
Female	88	94.3	40.3	48.1	9.1	2.6	22.1	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	206	94.7	45.1	42.9	10.3	1.6	20.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	184	100.0	40.4	46.2	11.1	2.3	22.8	N/A	N/A
Disabled	28	60.7	88.2	11.8	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	94.8	44.7	43.1	10.1	2.1	20.7	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	211	94.8	44.7	43.1	10.1	2.1	20.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	185	94.1	46.3	43.3	8.5	1.8	17.7	Yes	Yes
Full-pay meals	27	100.0	33.3	41.7	20.8	4.2	41.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	212	95.8	70.7	24.7	3.0	1.5	4.5
Gender							
Male	124	95.2	70.7	25.0	2.6	1.7	4.3
Female	88	96.6	70.7	24.4	3.7	1.2	4.9
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	206	95.6	71.6	24.2	2.6	1.5	4.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	184	100.0	67.3	27.5	3.5	1.8	5.3
Disabled	28	67.9	92.6	7.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	95.8	70.7	24.7	3.0	1.5	4.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	211	95.7	70.7	24.7	3.0	1.5	4.5
Socio-Economic Status							
Subsidized meals	185	95.1	73.0	23.6	2.3	1.1	3.4
Full-pay meals	27	100.0	54.2	33.3	8.3	4.2	12.5

Social Studies							
All Students	212	95.8	63.6	31.8	3.5	1.0	4.5
Gender							
Male	124	95.2	66.4	29.3	4.3	0.0	4.3
Female	88	96.6	59.8	35.4	2.4	2.4	4.9
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	206	95.6	63.9	32.0	3.1	1.0	4.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	184	100.0	58.5	36.3	4.1	1.2	5.3
Disabled	28	67.9	96.3	3.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	95.8	63.6	31.8	3.5	1.0	4.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	211	95.7	63.6	31.8	3.5	1.0	4.5
Socio-Economic Status							
Subsidized meals	185	95.1	63.8	32.2	3.4	0.6	4.0
Full-pay meals	27	100.0	62.5	29.2	4.2	4.2	8.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	80	100.0	58.7	26.7	14.7	0.0	14.7
	7	93	100.0	47.7	39.8	12.5	0.0	12.5
	8	77	100.0	42.5	43.8	13.7	0.0	13.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	71	95.8	62.3	32.8	3.3	1.6	4.9
	7	65	96.9	51.7	37.9	10.3	0.0	10.3
	8	76	90.8	44.1	39.7	16.2	0.0	16.2
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	80	100.0	44.0	37.3	14.7	4.0	18.7
	7	93	100.0	56.8	34.1	5.7	3.4	9.1
	8	77	100.0	35.6	53.4	11.0	0.0	11.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	71	95.8	41.0	42.6	13.1	3.3	16.4
	7	65	96.9	60.3	34.5	5.2	0.0	5.2
	8	76	92.1	34.8	50.7	11.6	2.9	14.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	80	100.0	62.7	29.3	4.0	4.0	8.0
	7	93	100.0	63.6	23.9	11.4	1.1	12.5
	8	77	100.0	64.4	34.2	1.4	0.0	1.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	71	95.8	79.4	15.9	3.2	1.6	4.8
	7	65	96.9	70.0	23.3	6.7	0.0	6.7
	8	76	94.7	64.0	33.3	0.0	2.7	2.7
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	80	100.0	60.0	33.3	6.7	0.0	6.7
	7	93	100.0	68.2	28.4	3.4	0.0	3.4
	8	77	100.0	69.9	30.1	0.0	0.0	0.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	71	95.8	60.3	33.3	4.8	1.6	6.3
	7	65	96.9	76.7	23.3	0.0	0.0	0.0
	8	76	94.7	56.0	37.3	5.3	1.3	6.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 214)				
Students enrolled in high school credit courses (grades 7 & 8)	7.4%	Up from 5.1%	10.2%	16.7%
Retention rate	6.0%	Up from 3.9%	3.9%	2.5%
Attendance rate	95.2%	Down from 96.2%	95.5%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	Up from 5.6%	0.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%	No change	0.0%	1.0%
Eligible for gifted and talented	9.8%	Down from 14.0%	7.8%	15.6%
On academic plans	63.4%	N/AV	53.3%	39.9%
On academic probation	56.3%	N/AV	2.1%	0.7%
With disabilities other than speech	11.6%	Down from 13.2%	13.5%	12.4%
Older than usual for grade	7.9%	Down from 10.7%	7.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	66.7%	Up from 47.1%	55.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.0%	N/A	15.2%	9.1%
Teachers with emergency or provisional certificates	29.4%	Up from 7.1%	13.3%	5.6%
Teachers returning from previous year	53.7%	Down from 63.0%	76.8%	84.6%
Teacher attendance rate	92.7%	Up from 92.3%	94.3%	94.8%
Average teacher salary	\$39,715	Up 15.1%	\$40,524	\$42,267
Prof. development days/teacher	7.6 days	Down from 21.5 days	11.7 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	2.5	3.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 18.8 to 1	19.5 to 1	21.1 to 1
Prime instructional time	86.2%	Down from 87.0%	87.6%	89.0%
Dollars spent per pupil*	\$8,824	Up 4.7%	\$7,342	\$6,243
Percent of expenditures for teacher salaries*	54.8%	Up from 50.1%	54.8%	59.8%
Percent of expenditures for instruction*	58.1%		64.0%	65.2%
Opportunities in the arts	Poor	Down from Fair	Good	Good
Parents attending conferences	86.5%	Up from 59.4%	93.9%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mayewood Middle is a school focused upon building a community of caring and knowledgeable students prepared to excel in high school. Students in all classrooms are exposed to a strong, age-appropriate curriculum driven by South Carolina state standards. A variety of data is used to propel instruction.

Several strategies are used to increase student achievement. Literacy and math coaches provide ongoing professional development. Technology is used as an instructional tool within the classroom. Academic assistance is provided for students before and after school. Mentoring programs support the social development of all students.

Parents are invited to take an active role in the school's instructional and extracurricular programs. They are encouraged to participate in all areas of the school environment.

In the spring of 2006, the school was reorganized for the implementation of an accelerated academic program for the 2006-07 school year. The school is currently staffed by a new administrative team. Additionally, more than 90% of the instructional and support staff is also new. They are implementing a variety of research-based strategies to ensure students become a part of an effective and productive learning community.

Dr. Mary B. Hallums, Principal

Margie Lou Jefferson, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	59	34
Percent satisfied with learning environment	44.4%	82.8%	69.7%
Percent satisfied with social and physical environment	61.1%	71.9%	78.8%
Percent satisfied with school-home relations	27.8%	81.4%	67.6%

*Only students at the highest middle school grade level at this school and their parents were included.